

Lesson 11: End of Unit 3 Assessment: Revising Writing



CCS Standards

- **W.5.4:** Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
- **W.5.5:** With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
- **L.5.1:** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
 - a. Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.
 - b. Form and use the perfect (e.g., *I had walked; I have walked; I will have walked*) verb tenses.
 - c. Use verb tense to convey various times, sequences, states, and conditions.
 - d. Recognize and correct inappropriate shifts in verb tense.
 - e. Use correlative conjunctions (e.g., *either/or, neither/nor*).
- **RF.5.3:** Know and apply grade-level phonics and word analysis skills in decoding words.
 - a. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.
- **RF.5.4:** Read with sufficient accuracy and fluency to support comprehension.
 - a. Read grade-level text with purpose and understanding.
 - b. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.
 - c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.



Daily Learning Targets

- I can form and use verbs in the perfect verb tenses. (L.5.1b)
- I can revise my Directors' Note so it is appropriate for the task, purpose, and audience and for the perfect verb tenses. (W.5.4, W.5.5, L.5.1b)
- I can read an excerpt from *Esperanza Rising* aloud fluently. (RF.5.4)

Ongoing Assessment

- End of Unit 3 Assessment (W.5.4, W.5.5, L.5.1b, RF.5.3, RF.5.4)

Agenda

1. Opening

- A. Reviewing Learning Targets (5 minutes)

2. Work Time

- A. End of Unit 3 Assessment, Parts I and III: Forming and Using the Perfect Verb Tenses and Reading Fluency (20 minutes)

B. End of Unit 3 Assessment, Parts II and III: Revising Writing and Reading Fluency (25 minutes)

3. Closing and Assessment

A. Reflecting on Learning (10 minutes)

4. Homework

A. Accountable Research Reading. Select a prompt and respond in the front of your independent reading journal.

Teaching Notes

Purpose of lesson and alignment to standards:

- In this lesson, students complete the End of Unit 3 Assessment. In Part I, they answer selected-response questions about forming and using verbs in the perfect tense. For Part II, they revise their monologue group's Directors' Note for task, purpose, and audience and for use of verbs in the perfect tense. Note that even though students wrote this text as a group, they will work independently to revise and edit it for the assessment. As they work on Parts I and II, they will be called to work one-on-one on Part III of the assessment: reading aloud an excerpt from *Esperanza Rising* (W.5.4, W.5.5, L.5.1b, RF.5.4).
- It may take more than one lesson to listen to all students read aloud, so more time has also been allocated in the next lesson for Part III of the assessment.
- In this lesson, the habit of character focus is on working to become an effective learner. The characteristic that students are reminded of specifically is perseverance as they work through their assessment independently.
- The research reading that students complete for homework will help build both their vocabulary and knowledge pertaining to human rights. By participating in this volume of reading over a span of time, students will develop a wide base of knowledge about the world and the words that help describe and make sense of it.

How it builds on previous work:

- Students revised their monologues for use of the perfect verb tenses and for task, purpose, and audience earlier in the unit. In this lesson, they are assessed on these skills.
- In previous lessons, students generated criteria for reading fluently and practiced reading their monologues aloud fluently. In this lesson, they are assessed on this skill.
- Throughout Unit 1, students were introduced to various total participation techniques (for example, cold calling, equity sticks, Think-Pair-Share, etc.). When following the directive to "Use a total participation technique, invite responses from the group," use one of these techniques or another familiar technique to encourage all students to participate.

Areas in which students may need additional support:

- If students receive accommodations for assessments, communicate with the cooperating service providers regarding the practices of instruction in use during this study as well as the goals of the assessment.
- Some students may need more than the 45 minutes allocated for this assessment.

Assessment guidance:

- All assessment materials (student copy, answer key, student exemplar) are included in the Assessment Overview and Resources.
- When meeting with students to give Part III of the End of Unit assessment, consider using the Reading: Foundational Skills Informal Assessment: Reading Fluency Checklist to gather phonics and word analysis data (see Module 1 Appendix).

Down the road:

- Students will assemble their programs and perform their monologues as part of the module performance task in the next lesson.

In advance:

- Prepare the End of Unit 3 Assessment (see Assessment Overview and Resources).
- Review the Red Light, Green Light protocol (see Classroom Protocols).
- Post: Learning targets and applicable anchor charts.

Technology & Multimedia

- Work Times A and B: Students complete the End of Unit 3 Assessment online with questions set up on a Google Form, for example.
- Work Time B: Digital draft: Students complete this part of the End of Unit 3 Assessment using Google Docs or other word-processing software to refer to when working on their writing outside of class.
- Work Time B: Students use speech-to-text facilities activated on devices or use an app or software like Dictation.io (<https://dictation.io/speech>).
- Work Times A and B: Record students reading aloud for them to listen back to using audio or video recording software or apps such as Audacity (<http://audacity.sourceforge.net>) or GarageBand (<http://www.apple.com/mac/garageband/>). If available, you may consider using a microphone to ensure a good-quality recording.

Supporting English Language Learners

Supports guided in part by CA ELD Standards 5.I.C.1o and 5.II.B.3

Important points in the lesson itself

- The basic design of this lesson supports ELLs with opportunities to demonstrate their writing skills by revising a piece of writing built on their preparation and practice in previous lessons.
- ELLs may find the End of Unit 3 Assessment challenging, as it may be a leap from the heavily scaffolded classroom interaction. Remind students to consult the anchor charts, note-catchers, and checklists introduced during previous lessons.

Encourage all communication from ELLs as successful risk-taking and congratulate them on the progress they've made learning English. Point out some specific examples.

- Make sure ELLs understand the assessment directions. Answer their questions, refraining from supplying answers to the assessment questions themselves (see Meeting Students' Needs column).
- After the assessment, ask students to discuss what was easiest and what was most difficult on the assessment, and why. To facilitate this discussion, prepare a concise rubric of the elements of the assessment and allow students to rank the difficulty level of these elements on a Likert scale. Example:
— *It was easy to complete my revisions in the time I had. 1 2 3 4 5*
- In future lessons and for homework, focus on the language skills that will help students address these assessment challenges.

Universal Design for Learning

- **Multiple Means of Representation (MMR):** To get the most informative data from the assessment, ensure that all students have access to the assessment directions and feel comfortable with the expectations. Vary the ways in which you convey your expectations (e.g., engage in a clarifying discussion about the directions or create a map of the assessment to preview its tasks).
- **Multiple Means of Action and Expression (MMAE):** Because this is an assessment, all students need to revise their monologue. However, consider ways to vary the process. Examples: Break up the 20-minute and 25-minute time blocks into smaller chunks with breaks in between. Allow students to use high-tech (e.g., word processor to type their narrative text or a dictation device) or low-tech options (e.g., pencil grips or slanted desks to help with fine motor needs).
- **Multiple Means of Engagement (MME):** Some students may require support with limiting distractions during the assessment (e.g., using sound-canceling headphones or dividers between workspaces). Similarly, some students may require variations in time for the assessment. Consider breaking the assessment into more manageable parts and offering breaks at certain times. During the assessment, provide scaffolds that support executive function skills, self-regulation, and students' abilities to monitor progress before and after the assessment (e.g., visual prompts, reminders, checklists, rubrics, etc.).

Vocabulary

Key:

(L): Lesson-Specific Vocabulary

(T): Text-Specific Vocabulary

(W): Vocabulary Used in Writing

- Do not preview vocabulary for this assessment lesson.

Materials

- ✓ Perfect Verb Tenses handout (from Lesson 2; one per student and one to display)
- ✓ Performance Task anchor chart (begun in Unit 1, Lesson 1)
- ✓ End of Unit 3 Assessment: Revising Writing (one per student; see Assessment Overview and Resources)
- ✓ Working to Become Effective Learners anchor chart (begun in Unit 2, Lesson 13)
- ✓ Fluent Readers Do These Things anchor chart (begun in Lesson 8)
- ✓ Red, yellow, and green objects (one of each color per student)

Opening

A. Reviewing Learning Targets (5 minutes)

- Direct students' attention to the posted learning targets and select a volunteer to read them aloud:
 - *“I can form and use verbs in the perfect verb tenses.”*
 - *“I can revise my Directors' Note so it is appropriate for the task, purpose, and audience and for the perfect verb tenses.”*
 - *“I can read an excerpt from Esperanza Rising aloud fluently.”*
- Remind students that they have practiced the skills required by these learning targets multiple times over the course of this unit. In today's assessment, they will apply these skills by answering selected response questions and revising their monologue group's Directors' Note.
- Display and invite students to retrieve their **Perfect Verb Tenses handout** and the **Performance Task anchor chart** and read them aloud. Explain that students will need to refer to both in the assessment.
- Answer clarifying questions.

Meeting Students' Needs

- For ELLs and students who may need additional support with memory: Ask students to recall and describe one way that they worked toward the learning targets in the past five lessons. (MMR)

Work Time

A. End of Unit 3 Assessment, Parts I and III: Forming and Using the Perfect Verb Tenses and Reading Fluency (20 minutes)

- Distribute the **End of Unit 3 Assessment: Revising Writing** and focus students on Part I.
- Tell students that this part of the assessment focuses on forming and using the perfect verb tenses.
- Remind students that since this is an assessment, they must work silently and independently.

- Tell students that as they work on this part of the assessment, you will call up students one-by-one to read aloud for their end of unit fluency assessment.
- Focus students on the **Working to Become Effective Learners anchor chart**, specifically perseverance. Remind them that because they will work independently in this assessment, they may find it challenging, so they will need to persevere. Remind students of the “What does it look like?” and “What does it sound like?” columns to guide their actions.
- Invite students to begin working on Part I of the assessment.
- One-by-one, call students to an area of the room away from other students so as not to disrupt those working on Part I of the assessment. Give them the End of Unit 3 Assessment, Part III and conduct the assessment as follows:
 1. Read aloud the prompt for students and invite them to ask questions if they are unsure.
 2. Explain that the text they are going to read is an excerpt from *Esperanza Rising*.
 3. Show them the excerpt they will read.
 4. Remind students of the **Fluent Readers Do These Things anchor chart**.
 5. Invite students to begin and use the Reading Fluency Checklist to assess students.
 6. Ask students to briefly explain to you what the text was about.
 7. Provide students with immediate feedback: something they did really well and something they could improve on next time.
- Ensure students understand that this is the first reading fluency assessment of many that they will complete this year, so there is plenty of time to practice and improve.
- After 20 minutes, refocus whole group.

Meeting Students' Needs

- For ELLs and students who may need additional support with executive function skills: As you explain, display a “map” of the assessment. (MMR) Example:
Three parts:
 1. Forming and using perfect verb tenses
 - A. Short response questions
 2. Revise monologues
 - B. Use your checklist to revise your monologue.
 3. Read a poem for fluency.
- For ELLs and students who may need additional support with comprehension: Read the assessment directions, questions, and answer options aloud. Ensure students clearly understand all assessment directions. Rephrase the directions for them. Monitor during the assessment to see that students are completing the assessment correctly. Stop those who are on the wrong track and make sure they understand the directions. (MMR)
- Reading fluency is best practiced on text that is at or below the independent reading level. For students whose independent reading levels are below this excerpt, allow them to use an excerpt from their independent reading book to practice fluency. (MMAE)

Work Time

B. End of Unit 3 Assessment, Parts II and III: Revising Writing and Reading Fluency (25 minutes)

- Invite students to turn to Part II of their assessments.
- Tell students that this part of the assessment focuses on revising their monologue group's Directors' Note.
- Point out that even though they wrote the Directors' Note as a group, since this is an assessment, they must work to revise and edit it silently and independently.
- Invite students to begin working on Part II of the assessment.
- Continue to call students one-by-one to read the fluency excerpt aloud and complete Part III of the assessment.
- After 25 minutes, refocus whole group and collect the assessments.

Meeting Students' Needs

- Minimize distractions during the assessment by providing tools such as sound-canceling headphones or individual dividers. (MME)
- For students who may need additional support with fine motor skills: Consider offering them supportive tools (e.g., pencil grip, slanted desk, or use of a word processor). (MMAE)
- For students who may need additional support with writing stamina: Provide them with opportunities to take breaks at predetermined points during the assessment. Let them choose from a list of appropriate break activities, such as getting a drink of water, stretching, etc. (MME)

Closing and Assessment

A. Reflecting on Learning (10 minutes)

- Distribute **red, yellow, and green objects**.
- Tell students they are now going to use the Red Light, Green Light protocol to reflect on their learning and their work on the end of unit assessment. Remind students that they used this protocol in Lesson 10 and review as necessary. Refer to the Classroom Protocols document for the full version of the protocol.
- Guide students through the protocol using the first learning target.
- Note students showing red or yellow objects so you can check in with them.
- Repeat this process with the remaining learning targets and so students can self-assess against how well they persevered in this lesson.

Meeting Students' Needs

- Create a supportive and inclusive classroom environment by reminding students that everyone is working toward being a better writer. Highlight and praise growth and development rather than relative performance. (MME)

- For ELLs: Self-assessment may be an unfamiliar concept for some students. Tell them that thinking about how well they did will help them do even better next time.
- For students who may feel uncomfortable sharing their progress on meeting the learning targets publicly: Minimize risk by providing students with a sheet of paper where they can select a color for each learning target in private. This provides useful data for future instruction and helps students monitor their own learning. (MME)

Homework

A. Accountable Research Reading. Select a prompt and respond in the front of your independent reading journal.

Meeting Students' Needs

- For ELLs and students who may need additional support with reading and writing: Refer to the suggested homework support in Lesson 1. (MMAE, MMR)
- Refer to the Assessment Overview and Resources for supporting materials for this lesson.